

HH3022 World War II and Southeast Asia

Semester 2, AY 2019/20; Academic Units: 3

Venue: LHS-TR+29

Time: Mondays, 1:30-4:30pm

Course Instructor: Assistant Professor ZHOU Taomo

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I. Course Description

In August 1945 the US dropped atomic bombs on Nagasaki and Hiroshima, bringing to an end the Second World War (or WWII). Yet in Southeast Asia, the end of the three-year, nine-month and one-day occupation by Japan marked only the beginning of another round of intense conflicts. Events of 1941-45 led to destabilization of every country in the region and dramatically affected the ability of Western colonial powers to regain their colonial territories. Japan presented to Southeast Asian countries renewed hope and renewed fear but changed the way the people in the region thought of themselves in any event. As a result, revolutions of national independence were waged in nearly every Southeast Asian country after WWII ended. Was Japanese occupation of Southeast Asia the same as Western colonization, only on a more intense scale timewise? Or were Japan's "crowbar" effects crucial for the development of postwar independence movements? How do we understand WWII in relation to the birth and rise of a new Asian world?

In this class, we seek to answer these questions by studying WWII in Southeast Asia through a country-by-country approach. For each country or group of countries, the following aspects will be discussed: Situations before the outbreak of the war, especially with regards to Western colonial powers; the timeline of Japanese invasion and involvement; the economic, political and cultural changes that occurred during the Japanese occupation; the end of the war and post-war repercussions.

II. Learning Outcomes

By the end of this course, students should demonstrate:

1. Investigate and explain a range of historical processes in the political, cultural, and societal formation of the modern Southeast Asia during WWII;
2. Compare and contrast the situations in different countries across Southeast Asia during Japanese occupation;
3. Develop "historical empathy" with regards to the three parties during the war: the Japanese, the indigenous Southeast Asians and the Allied Powers;
4. Explore and evaluate materials from the National Library, the National Archives as well as digital archival platforms and databases.
5. Formulate original historical arguments that effectively deploy the sources mentioned above.

III. Course Components

The format of this course is designed to encourage participation at every meeting. Except for Weeks 1 & 13, we will follow the schedule below:

1:30-2:20pm Lecture

2:20-2:30pm Break

2:30-3:20pm Presentations

Each student will pick a topic ahead of time from the “Presentation Topics & Recommended Readings” section of the syllabus and conduct further research. The recommended reading listed on the syllabus serves as a gateway for more in-depth study on the subject. The presenter is expected to unpack the recommended reading, evaluate it, relate it to the debate topic of the week, and compare it to the required readings. Students will present their findings in an 8-minute presentation, followed by a 5-minute Q & A session. **PowerPoint slides** are compulsory and a **one-page outline** plus a bibliography, is due at the time of the presentation. Hardcopies of the outline should be distributed in class. If you are interested in presenting on topics outside of the listed selection, please consult the instructor beforehand.

3:20-3:30pm Break

3:30-4:20pm Debate

We will have debates at which each student will bring to class a “**Position Paper**” summarizing his or her position on the week’s debate topic. This paper consists of an opening sentence of approximately twenty-five words. In the opening sentence, each student takes an unequivocal position in the affirmative or the negative. In position papers for Week 2, for example, every student should open by saying either, “Yes, Japan’s Pan-Asianist ideology shattered the myth of white prestige,” or “No, Japan’s Pan-Asianist ideology did shatter the myth of white prestige.” Hard copies of position papers need to be handed in at the end of every class.

To launch the debate each week, three or four students will act as **Debate Moderators**. The **Debate Moderators** have two responsibilities:

- 1) Prepare a **Debate Moderator Sheet** and upload it to the “Discussions” section of NTU Learn by 9am on the day he or she has signed up for. In class, the hardcopies of the Debate Moderator Sheet should be distributed (please print out 6-7 copies, one for each table). This sheet should contain quotations from the week’s required readings and questions formulated in response to these readings. Both questions and quotations should be chosen for the purpose of stimulating discussion surrounding the debate topic of the week.
- 2) Open discussion in class by making a brief (5 minutes) **oral statement** in which the moderators identify the topics that should be taken up in that session. Ordinarily, the moderators’ statements will be based on the required readings, the instructor’s lecture, other students’ presentations, and their own list of questions and quotations.

It is extremely important for the presenters and debate moderators to honor their commitments. As a general rule, cancellations are not accepted. If urgent circumstances prevent a student from fulfilling his or her duty, one should inform the instructor as early as possible. The student must find someone to replace his or her role for that week.

IV. Assessment

- a. **Active Participation (10%).** Position papers as well as engagement in debates will be evaluated throughout the semester. *If you expect to miss more than 20% of seminars, you must come see the instructor to explain your absence and how you will make up for the lost time.*
- b. **Presentation (15%).** Each student should give one presentation in the semester. The depth of research & organization of ideas as reflected in the presentation outline, PowerPoint slides and oral delivery will be evaluated.

- c. **Performance as Debate Moderator (15%).** Each student should serve once in the semester as debate moderator, on a topic different from his or her presentation. The moderators will be evaluated as a group based on the quality of the Debate Moderator Sheets, the students' verbal communication skills and ability to organize class discussion.
- d. **Annotated Bibliography (20%).** 800 words with bibliography due 5pm, March 24, 2020, on Turnitin. In addition to the required and recommended reading materials listed on the syllabus, please read the **National Library Resource Guide to WWII and Southeast Asia [on NTULearn]**. It is comprehensive and extremely useful.
 - a. In the first part of this assignment, please list 4 secondary sources that you have read thus far (approximately 50 words per source). The sources should be listed using the Chicago referencing style (please see the document on NTULearn entitled "Turabian and Chicago Styles Citations"). Please include 1-2 sentences on each source outlining its scope and why it is useful for your research paper.
 - b. In the second part of this assignment, please list 2 primary sources with analysis (300-400 words per source). Provide an analysis of the author and audience of the text. What social background does the author come from? Who does the text address? What is the viewpoint or agenda of the author? Analyze the primary sources in light of your research question. The primary sources should speak to one of the key issues that your research paper will address. I would recommend against significant quotes from the source, as this will not allow you enough space to analyze it.
- e. **Final Research Paper (40%).** 2,000 words-3,000 words (the word count excludes footnotes and bibliography) due 5pm, April 30, 2020, on Turnitin.

V. Reference Books

- Alfred W. McCoy ed., *Southeast Asia under Japanese Occupation* (New Haven: Yale University Southeast Asia Studies, 1980) [partially on NTULearn In reserves]
- Christopher Bayly and Tim Harper, *Forgotten Wars: The End of Britain's Asian Empire* (London: Penguin Books, 2008). [partially on NTULearn & In reserves]
- Ken'ichi Gotō, *Tensions of Empire: Japan and Southeast Asia in the Colonial and Postcolonial World* (Singapore: NUS Press, 2003). [on NTULearn]
- Paul H. Kratoska ed., *Southeast Asian Minorities in the Wartime Japanese Empire* (London: RoutledgeCurzon, 2002). [on NTULearn]
- Grant K. Goodman ed., *Japanese Cultural Policies in Southeast Asia During World War2* (London: Macmillan Press, 1991). [on NTULearn]

VI. Course Schedule:

Week 1 (Jan 13): Introduction: World War II in Memory and History

Housekeeping: *Assignment of presentation & debate moderating topics.*

Required Readings:

- Paul H. Kratoska, "Introduction," in Goto, *Tensions of Empire*, pp. xi-xxii. [on NTULearn]
- Alfred McCoy, "Introduction," in McCoy, ed., *Southeast Asia Under Japanese Occupation*, pp. 1-13. [on NTULearn]

Week 2 (Jan 20): Pan-Asianism

Debate Topic: Japan's Pan-Asianist ideology shattered the myth of white prestige.

Required Readings:

- "The Japanese Blueprint for Southeast Asia," in Harry J. Benda and John A. Larkin eds., *The World of Southeast Asia: Selected Historical Readings* (New York: Harper & Row, Publishers, 1967), pp. 219-223. [on NTULearn]
- "Draft of Basic Plan for Establishment of Greater East Asia Co-prosperity Sphere", in Wolf Mendl ed., *Japan and South East Asia, Volume I: From the Meiji Restoration to 1945* (London: Routledge, 2001), pp. 221-224. [on NTULearn]
- Benedict Anderson, "Japan: 'The Light of Asia,'" in Josef Silberstein ed., *Southeast Asia in World War II: Four Essays* (New Haven, CT: Yale University Southeast Asia Studies, 1966), pp. 13-50 [on NTULearn]

Presentation Topics & Recommended Readings:

- Jeremy Yellen, *The Greater East Asia Co-Prosperity Sphere: When Total Empire Met Total War* (Columbia University Press, 2019), Introduction & Chapter 3 "Imagining Co-Prosperity." [available as e-book via NTU library]
- Bernd Martin, "The German-Japanese Alliance in the Second World War," in Saki Dockrill, *From Pearl Harbor to Hiroshima: The Second World War in Asia and the Pacific, 1941-45* (London: MacMillan Press, 1994), pp. 153-173 [on NTULearn].
- The Southern Co-prosperity Sphere
Goto, "Changing Japanese Perceptions of Southeast Asia," & "Tojo Hideki and the Southern Co-prosperity Sphere," in *Tensions of Empire*, pp. 2-23; 39-76. [on NTULearn]
- Nicholas Tarling, *A Sudden Rampage: The Japanese Occupation of Southeast Asia, 1941-1945* (London: Hurst & Company, 2001), pp. 39-79. [on NTULearn]

Week 3 (Jan 27): Lunar New Year

Week 4 (Feb 3): Malaya

Debate Topic: Japanese policy in the realms of ethnicity and religion in Malaya spurred racial animosity.

Required Readings:

- Yoji Akashi, "Japanese Policy Towards the Malayan Chinese 1941-1945", *Journal of Southeast Asian Studies*, Vol. 1, No. 2 (Sep., 1970), pp. 61-89. [on NTULearn]
- Abu Talib Ahmad, "Japanese Policy towards Islam in Malaya during the Occupation: A Reassessment," *Journal of Southeast Asian Studies*, Vol. 1, No. 33 (February 2002), pp. 107-122. [on NTULearn]

Presentation Topics & Recommended Readings:

- Borneo during WWII
Danny Wong Tze Ken, *One Crowded Moment of Glory: The Kinabalu Guerillas and the 1943 Jesselton Uprising* (University of Malaya Press, 2019), 1-7, 61-64, 86-126.
- Languages & Nationalism
Rachel Leow, *Taming Babel: Language in the Making of Malaysia* (Cambridge University Press, 2016), Chapter 3 Lexicographers, Dictionaries and the Making of Postwar Politics.
- Background: Malayan society

Cheah Boon Kheng, *Red Star Over Malaya: Resistance and Social Conflict during and After the Japanese Occupation of Malaya, 1941-1946* (Singapore: NUS Press, 2003), pp. 3-55. [On NTULearn & In reserves]

- Japanese occupation and the rise of the Malayan Communist Party
Chin Peng, as told to Ian Ward and Norma Miraflor, *My Side of History* (Singapore: Mui Kee Press & Co., 2003), pp. 41-72; Cheah Boon Kheng, *Red Star Over Malaya*, pp. 56-100. [On NTULearn & In reserves]
- The collapse of British colonial rule in Malaya
Bayly and Harper, *Forgotten Wars*, pp. 407-456. [On NTULearn & In reserves]

Week 5 (Feb 10): From Singapore to Syonan

Debate Topic: “The Japanese occupation was probably a historical necessity in Singapore’s political and subsequent economic development.”

Required Readings:

- Mamoru Shinozaki, *Syonan, My Story: The Japanese Occupation of Singapore* (Singapore: Times Book International, 1982), pp. 1-37, 49-55, 93-104, 109-123. [On NTULearn & In reserves]
- Bayly and Harper, *Forgotten Wars*, pp.48-59. [On NTULearn & In reserves]

Presentation Topics & Recommended Readings:

- Mass Participation and Mobilization in Wartime Singapore
Wong Hong Suen, *Wartime Kitchen: Food and Eating in Singapore 1942-1950* (Singapore: National Museum of Singapore, 2009), pp. 8-55. [on NTULearn]
- Introduction of Historical Sites in Singapore 1 (Please co-ordinate with the other presenter to avoid repetition)
- Introduction of Historical Sites in Singapore 2 (Please co-ordinate with the other presenter to avoid repetition)

Historical Sites in Singapore relating to WWII:

- Changi Museum (<http://www.changimuseum.sg/>)
- Bukit Batok WWII Memorial
- Syonan Jinja (Shinto Shrine) in Macritchie reservoir.
- Kranji War Memorial
- Point 270 (Remains of the Battle of Pasir Panjang)
- Japanese Cemetery Park (Address: 825B Chuan Hoe Ave, 549853)
- Reflections at Bukit Chandu
(<http://www.nhb.gov.sg/NHBPortal/Museums/ReflectionsatBukitChandu>)
- Fort Siloso at Sentosa
(<http://www.sentosa.com.sg/en/attractions/siloso-point/fort-siloso-tours/>)
- The Battle Box at Fort Canning (the Fort Canning Bunker)

Week 6 (Feb 17): Netherlands East Indies

Debate Topic: Japanese occupation forged a sense of Indonesian nationhood.

Required Readings:

- Pramoedya Ananta Toer, *The Mute’s Soliloquy* (NY: Hyperion East, 1999), “Death in a Time of Change” and “Working for the Japanese,” pp. 153-191. [On NTULearn]
- Anthony Reid, “Indonesia: From Briefcase to Samurai Sword,” in McCoy ed. *Southeast Asia under Japanese Occupation*, pp. 16-32. [on NTULearn]

Presentation Topics & Recommended Readings:

- Ethan Mark, *Japan's Occupation of Java in the Second World War: A Transnational History* (Bloomsbury Academic, 2019), Introduction and Chapter 1. [E-book accessible from NTU Library]
- Ethan Mark, *Japan's Occupation of Java in the Second World War: A Transnational History* (Bloomsbury Academic, 2019), Chapter 7. [E-book accessible from NTU Library]
- Background: The Dutch East Indies before WWII
Shigeru Sato, "Indonesia 1939-1942: Prelude to the Japanese Occupation," *Journal of Southeast Asian Studies*, Vol. 37, No. 2 (June 2006), pp. 225-248. [on NTULearn]
- Japanese strategies of total mobilization
Shigeru Sato, *War, Nationalism and Peasants: Java under the Japanese Occupation, 1942-1945* (Armonk, NY: M. E. Sharpe, 1994), pp. 3-59. [On NTULearn & In reserves]
- Indonesian Islam under the Japanese occupation
Harry J Benda, *The Crescent and the Rising Sun: Indonesian Islam under the Japanese Occupation 1942-1945* (W. van Hoeve Ltd., The Hague and Bandung 1958). [On NTULearn & In reserves]
- Aiko Kurasawa, "Film as Propaganda Media on Java under the Japanese, 1942-1945," in Goodman ed., *Japanese Cultural Policies in Southeast Asia during World War 2*, pp. 36-92. [on NTULearn]

Week 7 (Feb 24): The Philippines

Debate Topic: Elites of the Philippines remained intact before and after WWII.

Required Readings:

- Alfred McCoy, "Politics by Other Means: World War II in the Western Visayas, Philippines," in McCoy ed., *Southeast Asia under Japanese Occupation*, pp. 191-245. [On NTULearn & In reserves]
- Benedict J. Kerkvliet, *The Huk Rebellion: A Study of Peasant Revolt in the Philippines* (Lanham, Md.: Rowman & Littlefield, 2002), pp.61-76. [On NTULearn & In reserves]

Presentation Topics & Recommended Readings:

- Jeremy Yellen, *The Greater East Asia Co-Prosperity Sphere: When Total Empire Met Total War* (Columbia University Press, 2019), Chapters 4 and 6, sections on the Philippines [available as e-book via NTU library]
- Comfort women
Nelia Sancho ed., *War Crimes on Asian Women: Military Sexual Slavery by Japan during World War II: The Case of the Filipino Comfort Women, Part II* (Manila: Asian Women Human Rights Council, 1998), pp. 44-81. [on NTULearn]
- The women guerilla fighters
Vina A. Lanzona, *Amazons of the Huk Rebellion: Gender, Sex, and Revolution in the Philippines* (The University of Wisconsin Press, 2009), pp. 21-75.
- Japanese Propaganda in the Philippines
Motoe Terami-Wada, "The Japanese Propaganda Corps in the Philippines: Laying the Foundation," in Goodman ed., *Japanese Cultural Policies in Southeast Asia during World War 2* (London: MacMillian Press, 1991), pp. 173-211. [On NTULearn]
- The Muslim minorities in the Philippines during WWII
Kawashima Midori, "The Battle of Tamparan: A Maranao Response to the Japanese Occupation of Mindanao," Kratoska ed., *Southeast Asian Minorities in the Wartime Japanese Empire*, pp. 192-222. [on NTULearn]

March 2 Recess Week

Week 8 (March 9): Burma/Myanmar

Debate Topic: The Japanese occupation empowered new elites in Burmese politics.

Required Readings:

- Mary Callahan, *Making Enemies: War and State Building in Burma* (Ithaca: Cornell U. Press, 2003), 45-67.
- Jeremy Yellen, *The Greater East Asia Co-Prosperity Sphere: When Total Empire Met Total War* (Columbia University Press, 2019), Chapters 4 and 6, sections on Burma [available as e-book via NTU library]

Presentation Topics & Recommended Readings:

- Rana Mitter, *Forgotten Ally: China's World War II, 1937-1945* (Mariner Books, 2013), Chapter 13 Destination Burma [on NTULearn].
- Ethnic Minorities in Burma during Japanese occupation
Kratoska, "The Karen of Burma under Japanese Rule," & "Between China and Japanese: Wartime Affairs in Kokang State and the Failure of the Spiers Mission," in Kratoska ed., *Southeast Asian Minorities in the Wartime Japanese Empire*, pp. 21-54. [on NTULearn]
- Thant Myint-U, *The River of Lost Footsteps: A Personal History of Burma* (New York: Farrar, Straus and Giroux), pp. 218-256. [on NTULearn]

Week 9 (March 16): Siam/Thailand

Debate Topic: Thailand's experience during WWII was unique because of its independent status.

Required Readings:

- E. Bruce Reynolds, "Aftermath of Alliance: The Wartime Legacy in Thai-Japanese Relations", *Journal of Southeast Asian Studies*, Vol. 21, No. 1 (Mar., 1990), pp. 66-87. [on NTULearn]
- Benjamin A. Batson, "Siam and Japan: The Perils of Independence", in *Southeast Asia under Japanese Occupation*, ed. Alfred W. McCoy (New Haven: Yale University Southeast Asia Studies, 1980), pp. 267-303. [on NTULearn]

Presentation Topics & Recommended Readings:

- The Chinese in Thailand during WWII
Bruce Reynolds, "'International Orphans': The Chinese in Thailand during World War II," *Journal of Southeast Asian Studies*, Vol. 28, No. 2 (September 1997), pp. 265-288 & Eiji Murashima, "The Thai-Japanese Alliance and the Chinese of Thailand," in Kratoska ed., *Southeast Asian Minorities in the Wartime Japanese Empire*, pp. 192-222. [on NTULearn]
- The Indian Communities in Thailand and Singapore during WWII
Bruce Reynolds, "The Indian Community and the Indian Independence Movement in Thailand during World War II," in Kratoska ed., *Southeast Asian Minorities in the Wartime Japanese Empire*, pp. 170-191 & Shinozaki, *Syonan, My Story*, pp. 62-67. [on NTULearn]
- The Thailand-Burma Railway
Lin Yone Thit Lwin, "Excerpts from Yodaya-Myanma Miyhta-Lan Kodwe Chwaydat Hmattan [Thai-Myanmar Railways: a personal memoir]," in Paul H. Kratoska ed., *The Thailand-Burma Railway 1942-1946: Documents and Selected Writings, Volume VI*

Documents, Post-war Accounts, Maps and Photographs (London: Routledge, 2006), pp. 39-60. [on NTULearn]

Week 10 (March 23) Meeting Cancelled due to Conference Travel of the Instructor

Week 11 (March 30): Indochina

Debate Topic: In Indochina, the rule by Japanese was substantially different from that of European powers.

Required Readings:

- Tran My-Van, "Japan through Vietnamese Eyes (1905-1945)", *Journal of Southeast Asian Studies*, Vol. 30, No. 1 (Mar., 1999), pp. 126-146. [on NTULearn]
- David G. Marr, "World War II and the Vietnamese Revolution" in *Southeast Asia under Japanese Occupation*, ed. Alfred W. McCoy (New Haven: Yale University Southeast Asia Studies, 1980), pp. 125-158. [on NTULearn]

Presentation Topics & Recommended Readings:

- Japanese policy towards religion in Vietnam
Tran My-Van, "Japan and Vietnam's Cao daists: A Wartime Relationship (1939-1945)," *Journal of Southeast Asian Studies*, Vol. 27, No. 1 (Mar., 1996), pp. 179-193. [on NTULearn]
- Fredrik Logevall, *Embers of War: The Fall of An Empire and the Making of America's Vietnam* (New York: Random House, 2012), pp. 23-91. [On NTULearn & In reserves]
- Anne Raffin, "Easternization Meets Westernization: Patriotic Youth Organizations in French Indochina during World War II," *French Politics, Culture & Society* Vol. 20, No. 2 Summer 2002, 121-180.

Week 12 (April 6): Legacies

Debate Topic: Japan has made sufficient apologies for WWII.

Required Readings:

- Cheah Boon Kheng, "The 'Black-out' Syndrome and the Ghosts of World War II: The War as a 'Divisive Issue' in Malaysia", in David Koh Wee Hock ed., *Legacies of World War II in South and East Asia* (Singapore: ISEAS, 2007), pp. 47-59. [on NTULearn]
- Jane W. Yamazaki, *Japanese Apologies for World War II: A Rhetorical Study* (Abingdon, Oxon: Routledge, 2006), pp.8-23; 140-164. [on NTULearn]

Presentation Topics & Recommended Readings:

- K. Blackburn, "War Memory and Nation-Building in South East Asia," *South East Asia Research*, 18 (1), 5-31. [on NTULearn]
- Goto, "Chapter 12 Contemporary Japanese Views of the Occupation of Southeast Asia," in Goto, *Tensions of Empire* (Singapore: NUS Press, 2003), pp. 266-291.
Hiroki Manabe, "Japan Scholars in West Issue Statement Calling for 'Unbiased Accounting' of Past," *The Asahi Shimbun*, May 7, 2015. [on NTULearn]
Open Letter in Support of Historians in Japan [on NTULearn]
- The economic relations between Japan and Southeast Asia since WWII
Mark Beeson, "Japan and Southeast Asia: The Lineaments of Quasi-hegemony," in Garry Rodan, Kevin Hewison, and Richard Robison eds., *The Political Economy of South-East Asia: An Introduction*, 2nd Edition (Melbourne: Oxford University Press, 2001), pp. 283-306. [on NTULearn]

Week 13 (April 13): Facts and Fictions

Debate Topic: Fictions reveals the truth that was obscured by the politics of memory.

Required Readings:

- E. E. Dunlop, *The War Diaries of Weary Dunlop: Java and Burma-Thailand Railway, 1942-1945* (Melbourne, Vic: Nelson, 1986). Preface and “Chapter 7 Hintok Mountain March 1943.” [on NTULearn]
- Richard Flanagan, *The Narrow Road to the Deep North* (Vintage Books, 2013). [on NTULearn]
- Jan Ruff-O’Herne, *Fifty Years of Silence: The Extraordinary Memoir of a War Rape Survivor* (Random House Australia, 2008). “Part III The House of Seven Seas.” [on NTULearn]
- Eka Kurniawan, translated by Annie Tucker, *Beauty is A Wound* (New York: New Directions), Chapters 3 &4 [on NTULearn]

Presentation Topics & Recommended Readings :

- Review of J. G. Farrell, *The Singapore Grip* (NYRB Classics, 1978). [Part 1. on NTULearn] WGWL PR6056.A75F245
- Review of Tan Twan Eng, *The Garden of Evening Mists* (Myrmidon Books, 2012). PR9530.9.T17G218 OUTPOST
- Review of Laurens van der Post, *The Seed and the Sower* (London: Vintage, 2002). HSSL PR9369.3.V33S451
- Review of James Clavell, *King Rat* (London: Hodder and Stoughton, 1962). BUSL PS3553.L365K54